REGIONAL CIS TEAM ACTIVITIES	WHOSE INVOLVED	STATUS	NOTES/ATTACHMENTS
<b>OUTREACH</b>			
Regional CIS Teams need to know the Part C-B Interagency Agreement and how it is being implemented in the region, including the roles and responsibilities of schools and others.			
Know who must do outreach and who else does it. (for example, EPSDT, Early Head Start and Head Start, Title V-Maternal and Child Health, Schools, Part C, Community Child Care Support Agencies are required)			
Regional Responsibility to do collaborative outreach planning (AHS, Schools, Community Partners and BBF linkage).			
Use state CIS brochure material on outreach to develop regional outreach plan.			
INITIAL IDENTIFICATION AND REFERRAL			
Work with local primary referral sources to determine what they do for initial identification and referral, link with regional outreach plan.			
Regional CIS Teams know the Part C-B Interagency Agreement, the role of schools in identification and referral for children under three with suspected delays and for children over three with sus[pected developmentall delays or conditions that may make them eligible for FITP services or EEE services.			
Assure primary referral sources are knowledgeable about:			
-Early identification of pregnant/postpartum women, children and families with young children with suspected developmental delays, conditions and risk factors.			
-Child development and the use of valid and reliable screening tools.			

-Services within Children's Integrated Services		
ECFMH		
Early Intervention		
MCH		
-Eligibility/ Target populations		
Partcipates in training on choosing and using screening tools and offer training as appropriate.		
Regional plan for Identification and referral is complete- see outreach and the AHS-DOE Part C-B Interagency Agreement.		
MULTIDISCIPLINARY ASSESSMENT AND EVALUATION		
Regional CIS Teams need to know the Part C-B Interagency Agreement and how it is being implemented in the region, including the roles and responsibilities of schools in multidisciplinary assessment and eligibility decisions for Part C.		
If schools (EEE especially) have not been asked to participate in regional CIS Teams, ask them to participate, and consider their role when decisions are made about how the IA will be carried out by each school in the region.		
Know how the LIT Team work is being carried out (organization, processes for working together, especially with schools).		
INDIVIDUALIZED CHILD AND FAMILY OUTCOMES PLANNING		
If schools (EEE especially) have not been asked to participate in regional CIS Teams, ask them to participate, and consider their role when the decisions are made about how the Part C-Part B IA will be carried out by each school in the region.		
Be aware of LIT work regarding coordinated services plan for children over the age of three and their families.		

ONE PLAN		
Pilot as appropriate.		
ONE TEAM		
Continue to develop regional CIS Team, set regular meeting dates.		
Read and discuss TAG document, participate in regional technical assisstance discussions during September and October-give feedback on needs of regional CIS Teams for Professional Devleopment.		
Attend November 1 Statewide session for regional CIS Teams.		
If schools (EEE especially) have not been asked to participate in CIS regional CIS Teams, ask them to participate and consider their role on the team when decisions are made about hoe the Part C-Part B IA will be carried out by each school in the region.		
Be Aware of LIT Team and how it has defined their roles and responsibilities.		
SHARED SUPERVISION		
Discuss and model.		
SERVICE DELIVERY		
Discuss service delivery issues in regional CIS Team meetings and in other venues and with Field Directors, Partnerships and Regional BBF councils.		
Regional CIS Team attends 11/1/07 meeting.		
TRANSITION		

Discuss service transition services issues in regional CIS Team meetings and in other venues and with EEE, Field		
Directors, Partnerships and Regional BBF councils.		
Examine/know the Part C-B Interagency Agreement and the State Part C regulations on transition.		
Know the Early Head Start and Head Start requirements on transition.		
Consider Coordinated Services Plan (LIT as resource on this) for children receiving CIS after the age of three who are also receiving school-EEE and or child protection/child welfare (have case plan) services.		
PROFESSIONAL DEVELOPMENT		
Identify regional needs for professional development.		
Participate in professional develoement activities that build and strengthen their regional CIS Teams, and other process elements.		
TECHNICAL ASSISSTANCE		
Meet to review TAG		
Meet several times (face to face or conference call) with State TA liaisons.		
CONTINUOUS QUALITY IMPROVEMENT		
Three pilot sites begin to collect, analyze and provide feedback on a minimum Performance Measure data set.		